



**EVALUATION OF CONTINUOUS ASSESSMENT KNOWLEDGE AMONG
TEACHERS IN SENIOR SECONDARY SCHOOLS IN KIRU EDUCATION
DIRECTORATE, KANO STATE, NIGERIA**

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Abstract

This research investigated Continuous Assessment Knowledge among Senior Secondary School teachers in Kiru Education Directorate, Kano State, Nigeria. Four objectives guided the study. One research question was answered, and three null hypotheses were formulated and tested at 0.05 level of significance. A descriptive survey research design was used for the study. A Population of 398, and a sample size of 169, was drawn through multi-stage sampling procedures. A research instrument titled the Continuous Assessment Knowledge Questionnaire (CAKQ) was used for data collection. Data collected was analysed using frequency, percentage, and t-test for an independent sample. The analysis revealed that Art teachers have high level of knowledge of continuous assessment than Science teachers. Also, a significant difference was found in the knowledge of continuous assessment by teachers' subject area, qualification, and years of working experience. The study concluded that subject areas, qualifications, and years of teaching experience do influence their knowledge of continuous assessment in the Kiru Education Directorate. The study recommended that school administrators, supervisors, as well as the Ministry of Education, ensure proper ways of maintaining the knowledge of continuous assessment through the organisation of refresher courses, such as workshops and seminars.

Keywords: Evaluation, Continuous Assessment, Teachers' Knowledge

Introduction

Teaching and learning are the main purposes of the establishment of schools. In order to determine whether or not learning has taken place, teachers evaluate learners. The process of evaluating learners is what is commonly known as assessment. Assessment plays a crucial role in education and has importance in teaching and learning at all levels of education in Nigeria. Educational assessment provides valuable information about students' progress, identifies areas of improvement, and helps enhance the teaching and learning process. It serves as a tool for measuring students' knowledge and skill, allowing educator to gauge their understanding of the subject matter and identify any gaps in learning. It also provides the necessary feedback we

require in order to maximize the outcomes of educational efforts. The assessment of learners' learning provides objective evidence necessary in the decision-making process (Kaku and Williams 2021).

In Nigeria, continuous assessment has been adopted as part of the educational framework to enhance the quality of education and ensure a more comprehensive evaluation of students' academic performance. This is particularly crucial in senior secondary schools, where students are being prepared for higher education and future professional paths. Teachers are central to the successful implementation of continuous assessment, as their knowledge, attitudes, and method of practice determine how well continuous assessment is integrated into the teaching-learning process, as the National Policy on Education (2014) given more emphasis on the use of continuous assessment as stated: "Continuous Assessment and school examination shall be on ratio 40:60 and shall be used as a basis for advancement from one class to another in both public and private schools". The continuous assessment was introduced based on the deficiency in the rational system of assessment practiced in the past, which concentrated only on the cognitive domain, with little or no attempt made to assess the affective and psychomotor domains, in which the system encourages students to study only during the period of examination. This is done by memorizing facts, which are forgotten after the examination.

Assessment is about teaching and learning. Traditionally, assessment is intended to find out and report on what has been learnt, thus its relation to classroom activities. Assessment is integral to teaching and learning activities in school and mediates the interaction between teachers and students in the classroom. Assessment can also be defined as all activities that teachers and students undertake to get information that can be used to alter teaching and learning. This includes teacher observation and analysis of student work (homework, tests, essays, reports, practical procedures, and classroom discussion of issues). Assessment is a process of gathering and discussing information from various sources and activities in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences. The process restarts when assessment results are used to plan and modify subsequent learning (Omer, 2020). It is a systematic field for reasoning about the development of students and the evaluation of programmes, and the effectiveness of educational activities. It is a process of planning, implementing, clarifying, designing, collecting, analysing, interpreting, and re-designing to increase students' learning development.

Siddiqi (2014) defined assessment as a fundamental element in the process of teaching and learning and is instrumental in enhancing its overall quality. Well-designed assessment sets clear expectations, establishes a reasonable workload that does not drive students into rote reproductive approaches to study, and offers myriad opportunities for students to self-monitor, rehearse, practice, and receive feedback. It is an integral component of coherence and a sound educational experience.

From the researcher's experience, it is observed that the main system of assessment of the students' learning outcomes in most of the secondary schools in Nigeria was by means of examination at the end of a term. The system neglected the assessment of non-cognitive educational objectives and created a lot of social and psychological problems for the learners. The mode of evaluation also denied teachers the opportunity to participate fully in the final assessment of their students. In view of the problem associated with the above system of assessment, the Federal Government introduced a new system, which is "Continuous Assessment". The latter, therefore, takes care of the problem of the former system. A variety of assessment methods is possible, enabling a wide range of abilities, skills, and attitudes to be assessed. Continuous

assessment is used not only to monitor learners' achievement, but also to evaluate the competence of educators and the quality of the educational system.

The repeated emphasis placed on continuous assessment is clear evidence of its importance. One of the most important hallmarks of the New Policy on Education (2013) in Nigeria is the provision of continuous assessment as an effective tool for wholly or partly assessing and evaluating the students' learning outcomes at the various levels of the educational system.

Teachers' knowledge of continuous assessment means that teachers' skills are utilized in conducting assessments. In fulfilling the responsibilities of implementing the classroom assessment, the competence required a professional judgment which includes knowledge, professional judgment, responsibility, experience, and student input. These elements require knowledge, skills, and a positive attitude of teachers to produce an effective classroom in schools.

Despite its integration, the effectiveness of continuous assessment in Nigerian secondary schools has raised concerns, particularly in the Kiru Education Directorate of Kano State. A question has arisen about whether teachers possess adequate knowledge of continuous assessment principles. These concerns bring into question the overall impact of continuous assessment on student outcomes and its role in achieving educational objectives. A key question for assessment is not how to measure a learner's achievement, but what mechanism to use to evaluate their learning. It is against this background that an investigation into the "Evaluation of Continuous Assessment Knowledge among Senior Secondary School Teachers in the Kiru Education Directorate, of Kano State, Nigeria" is conducted.

Continuous assessment has been defined and interpreted differently by researchers in the context of education. According to Alufohai and Akinlosotu (2016), continuous assessment possesses various features and characteristics as it is different from the mainstream regular testing system. Significant features of continuous assessment are as follows: It helps regularly, and students' performance and teachers' teaching skills are improved. It is an effective tool to determine the competencies of the students. It is a goal-oriented assessment system. It is a more comprehensive and efficient technique to measure teaching and learning progress. It ensures a quality teaching and learning system. It makes learning more convenient and brings more positive results (Faley & Adefisoye, 2016).

Adeneye and Veronica (2013) said that continuous assessment occurs on a regular and continuous basis, it is an ongoing formative and summative process, involves the monitoring of pupils, is integrated with teaching, and involves a systematic collection of marks or grades into final scores, may be used to determine the candidates' final grades, reflects students' abilities over a period of time, allows for improvement, takes care of students' learning in the three domains of educational objectives, and it is a cumulative process.

Characteristics of Continuous Assessment as a formative method of evaluation, according to Anikweze (2014), are distinguished by the following characteristics: Systematic, Comprehensive, Cumulative, Guidance-oriented, and Objective.

Systematic

Continuous assessment is systematic because it requires an operational plan which indicates what type of assessments are to be made, the age level of the students, education experience, what time intervals or times during the school year, the measurements are to be made and the results recorded, and the nature of the tools or instruments to be used in the measurements. Nothing is allowed to happen by chance in this regard. Adeloye and Alhamdu (2005) stated that: "The plan

indicates what aspects of measurement are to be made, the result recorded, and the nature of the tools or instruments to be used in the measurement. The age level and educational experience of the children are considered while planning the assessment activities”.

Comprehensive

Continuous assessment is comprehensive because it focuses on all three domains and makes use of a variety of instruments to do this. Some of the instruments include tests, projects, questionnaires, observation, and interviews. Continuous assessment is comprehensive in two ways. Firstly, it looks at all aspects of the behaviour of the student. How he thinks, how he relates with peers and others, and how he uses his hands, feet, and the rest of his physical body parts, in technical parlance. Cognitive, affective, and psychomotor objectives are covered. Secondly, continuous assessment uses a variety of instruments to discover the behavior of the students. Instruments which have been found useful are oral and written test examinations, assignments, projects, interviews, anecdotal records, etc. (Anikweze, 2014).

Cumulative

Continuous assessment is cumulative because any decision made at any time about any student takes cognizance of the previous assessment and record. This indicates that up-to-date records of the learners are carefully compiled, stored, and used over time. Some of the measures may have to be repeated several times in order to establish a pattern of the learner's behavior. This means that students' records will be kept from the beginning of their schooling and stored over a long period of time.

Guidance Oriented

Information collected on the students during the process of continuous assessment is made use of for further development of the students. A major reason why students are assessed within a course of study rather than waiting until the end of the school term or school year or even the end of the programme is to obtain information on the level of the students' achievement and then use such information if needed to assist the students in good time before it becomes too late. (Osuji, 2010).

Objective

The objective in continuous assessment implies the ability to perceive or describe something without being influenced by personal emotions. It is desirable that teachers should be objective in the continuous assessment of learners' achievements to ensure that only accurate and dependable decisions are taken on the learner's progress. Philosophically, objectivity suggests that only the actual existence of measured attributes of the learners, without reference to extraneous impressions or ideas, should form the basis for assessment (Anikweze, 2014).

Types of Continuous Assessment

Continuous assessment (CA) is an evaluative approach utilized in education to measure student learning, knowledge, and skill acquisition on an ongoing basis. It is designed to provide a comprehensive view of a learner's progress and enhance instructional methods. The primary types of continuous assessment are as follows:

a. Formative Assessment

Formative assessment is aimed at monitoring student progress during the instructional process and providing feedback to improve learning outcomes. Examples: Quizzes, class discussions, oral presentations, and homework.

b. Summative Assessment

Summative assessment evaluates the overall achievement of students at the conclusion of a learning phase, such as the end of a term or academic year. Examples: Final exams, standardized tests, and major products.

c. Diagnostic Assessment

Diagnostic assessment identifies students' prior knowledge, strengths, weaknesses, and misconceptions before beginning a new learning segment. Examples: Pre-tests, skill inventories, and concept maps.

Peer and Self-Assessment

This type of assessment encourages students to evaluate their own work or that of their peers, fostering self-reflection and critical thinking. Examples: Reflective journals, rubrics for self-evaluation, and peer feedback on assessments.

Portfolio assessment

Portfolio assessment involves collecting a compilation of a student's work over time to showcase learning progress and achievements. Examples: Writing portfolios, art portfolios and project portfolios.

Project-Based Assessment

Project-based assessment focuses on evaluating students through the completion of complex tasks that require the application of knowledge and skills. Examples: Group projects, research assessments, and capstone projects.

Observation-Based Assessment

Observation-based assessment evaluates students' performance through systematic observation during class activities or practical exercises.

Examples: Anecdotal records, checklists, and participation tracking.

Statement of the Problem

Schools and educational administrators show great concern regarding the teachers' knowledge of Continuous Assessment in Kuru Education Directorate, Kano State, Nigeria, which aligns with the National Policy on Education (2014), emphasizing the conduct of Continuous Assessment at all levels of education in Nigeria. It recommends that the practice of continuous assessment should focus on the cognitive, affective, and psychomotor aspects of students' behaviour during and after teaching and learning. It was observed from researcher's experience that despite all the great advantages of continuous assessment in teaching and learning process as it serve as the main tool that gives both the students and teachers detailed up to date information on the students and learning requirements, teachers allegedly unaware of how to conduct continuous assessment properly, there are problems of poorly designed test items, improper implementation of C.A., poor

invigilation, lack of proper knowledge of CA administration, and teachers' attitude of using only one type of assessment which can lead to issues like not fully assessing learners' abilities or progress, not providing a holistic view of students' mastery and may lead to wrong placement and provision of invalid and unreliable information.

Research Question

The following research question was answered in the study:

- i. What is the level of teachers' knowledge of continuous assessment in Senior Secondary Schools in Kiru Education Directorate, Kano State?

Research Hypotheses

The following are the research hypotheses tested at the 0.5 level of significance:

Ho1: There is no significant mean difference between Art teachers' and Science teachers' knowledge of continuous assessment in Kiru Education Directorate, Kano State, Nigeria.

Ho2: There is no significant mean difference between qualified and less qualified teachers' knowledge of continuous assessment in Kiru Education Directorate, Kano State, Nigeria.

Ho3: There is no significant mean difference between highly experienced, experienced, and less experienced teachers' knowledge of continuous assessment in Kiru Education Directorate, Kano State, Nigeria.

Methodology

A descriptive survey research design was employed. The population of the study comprised 398 senior secondary school teachers in Kiru Education Directorate. Out of which 329 are male teachers and 69 are female teachers, 277 are art teachers, while 121 are science teachers. A sample of 169 teachers was selected based on the research advisor's (2006) table for determining sample size. Multi-stage sampling procedures were used for the selection of subjects for the study. The data was collected using an instrument titled "Continuous Assessment Knowledge Questionnaire" (CAKQ). The validity of the instrument was established using face validity. While the reliability of the instrument was established by the test-retest method. Test-retest reliability was determined by administering the same measurement on two occasions to the same sample of individuals under approximately the same conditions. The scores obtained on the two occasions were then correlated to establish the degree to which the two sets of scores correspond (Gay, Mills & Airasian, 2009). A reliability coefficient of 0.69 was obtained. The data was analysed using descriptive statistics in the form of frequency and percentage, and inferential statistics in the form of t-test for independent samples and Analysis of Variance. An independent sample t-test tested hypotheses 1 and 2. It is used in testing the hypothesis as it compares the means of two independent groups in order to determine whether there is statistical evidence that the associated population means are significantly different (Ross & Willson, 2017). While ANOVA was used to test the third hypothesis. ANOVA is a statistical method employed to assess the variances among the means of two groups (Gay, Mills & Airasian, 2009).

Results

The data were analysed according to the research question and hypotheses. All the analyses were tested at 0.05 level of significance.

Research Question One: What is the level of teachers' knowledge of continuous assessment in Senior Secondary Schools in Kiru Education Directorate, Kano State?

Table 1: Levels of Teachers' Knowledge of Continuous Assessment

Knowledge Level	Frequency	Percentage (%)	Cum Percentage
Low (0-7)	4	2.37	2.37
Average (8-14)	32	18.93	21.30
High (15-20)	133	78.70	100
Total	169	100	

The table 1 above presents the proportion of the levels of teachers' knowledge of continuous assessment in senior secondary schools in Kiru Education Directorate, Kano State, with low, average, and high knowledge. The results of the descriptive statistics performed via SPSS revealed that 4 of the teachers, representing 2.37%, have low knowledge of continuous assessment, 32 teachers, representing 18.93%, have an average level of knowledge of continuous assessment, while 133 of the teachers, representing 78.70%, have high knowledge of continuous assessment. The result implies that the majority of teachers in Kiru Education Directorate, Kano State, Nigeria have high knowledge of continuous assessment.

Hypothesis One: There is no significant mean difference between Art teachers' and Science teachers' knowledge of continuous assessment in Kiru Education Directorate, Kano State, Nigeria.

Table 2: Independent Samples t-test Analysis for Mean Difference between Art and Science Teachers' Knowledge of Continuous Assessment

Subject	N	Mean	Std. Dev.	t-value	df	p-value	Decision
Arts	107	16.61	2.46	-2.496	167	.014	Significant
Science	62	15.44	3.63				

An independent sample t-test was performed to assess the significant differences in the mean scores between Art teachers and Science teachers' knowledge of continuous assessment in Kiru Education Directorate, Kano State, Nigeria. From the table above, Arts teachers had a mean score of 16.61 with a standard deviation of 2.46 on knowledge of continuous assessment, while science teachers had a mean score of 15.44 with a standard deviation of 3.63 on knowledge of continuous assessment. The result shows that Art teachers have higher knowledge of continuous assessment than science teachers. The computed result from the t-test obtained the P value of .014 and df 167, which is less than the .05 level of significance. Based on the obtained result, the stated null hypothesis that there is no significant mean difference between Art teachers and Science teachers' knowledge of continuous assessment in Kiru Education Directorate, Kano State, Nigeria is therefore rejected.

Hypothesis Two: There is no significant mean difference between qualified and less qualified teachers' knowledge of continuous assessment in Kiru Education Directorate, Kano State, Nigeria.

Table 3: Result of Independent Samples t-test Analysis for Mean Difference between Qualified and Less Qualified Teachers' Knowledge of Continuous Assessment

Qualification	N	Mean	Std. Dev.	t-value	df	p-value
Qualified	139	16.83	2.39	5.282	34.598	.000
Less Qualified	30	13.17	3.63			

An independent sample t-test was performed to assess the significant differences in the mean scores between Art teachers and Science teachers' knowledge of continuous assessment in Kiru Education Directorate, Kano State, Nigeria. From the table above, qualified teachers had a mean score of 16.83 with a standard deviation of 2.39 on knowledge of continuous assessment, while less qualified teachers had a mean score of 13.17 with a standard deviation of 3.63 on knowledge of continuous assessment. The computed result from t-test analysis observed the df of 34 and P value of .000 which is less than .05 level of significance. Based on the obtained result, the stated null hypothesis that there is no significant mean difference between qualified and less qualified teachers' knowledge of continuous assessment in Kiru Education Directorate, Kano State, Nigeria is therefore rejected.

Hypothesis Three: There is no significant mean difference among highly experienced, experienced, and less experienced teachers' knowledge of continuous assessment in Kiru Education Directorate, Kano State, Nigeria.

Table 4: ANOVA Analysis on Mean Difference among Highly Experienced, Experienced, and Less Experienced Teachers' Knowledge of Continuous Assessment

Experience	N	Mean	SD		SS	df	MS	F	Sig.
Less experienced	57	16.91	2.614	Between Groups	108.926	2	54.463	6.505	.002
Experienced	76	15.29	3.318	Within Groups	1389.749	166	8.372		
H/Experienced	36	16.89	2.278	Total	1498.675	168			

Analysis of Variance (ANOVA) was conducted to test the significant mean difference among highly experienced, experienced, and less experienced teachers' knowledge of continuous assessment in Kiru Education Directorate, Kano State, Nigeria. The mean knowledge of continuous assessment score for less experienced teachers was 16.91 (SD = 2.61), for experienced teachers was 15.29 (SD = 3.32), and for the highly experienced was 16.89 (SD = 2.28). The ANOVA table above shows that the mean scores of knowledge of essay test scoring strategies do not differ significantly among less experienced, average experienced, and highly experienced teachers ($F(2,166) = 6.505, p = .002$). Since the p-value < 0.05, the null hypothesis, which states that there is no significant mean difference between highly experienced, experienced, and less experienced teachers' knowledge of continuous assessment in Kiru Education Directorate, Kano State, Nigeria, is rejected.

A post-hoc test was conducted to examine which specific group differences are statistically significant.

Discussion of Findings

This study aimed to evaluate continuous assessment knowledge among teachers in Senior Secondary School in Kiru Education Directorate, Kano State, Nigeria. The first finding of the study from the research question one revealed that teachers have high knowledge of continuous assessment in the Kiru Education Directorate, Kano State. This finding is in support of the previous finding of Abubakar (2023), who conducted a study on teachers' knowledge and Practice of school-based Assessment for Senior Secondary Schools in Gombe State, Nigeria, find about 97% of the teachers have a high level of knowledge of school-based assessment. Similarly, this finding is consistent with that of Krishnasamy and Ruzlan (2015), who researched teachers'

knowledge and readiness towards the implementation of school-based assessment in secondary schools in the state of Kedah. The finding is also consistent with Udeh (2014), who investigated on the knowledge and use of continuous assessment among teachers in basic schools in the Southeast Zone, Nigeria.

Findings from hypothesis one of this study revealed that there is a significant difference in the mean scores between Art teachers and Science teachers' knowledge of continuous assessment in Kiru Education Directorate, Kano State, Nigeria. The finding shows that Art teachers have higher knowledge of continuous assessment than science teachers. The finding of the second hypothesis revealed that statistically, there existed a significant difference in the mean scores of teachers' continuous assessment knowledge. This finding is in line with that of Ahmad (2015), who found that qualified teachers have better knowledge of continuous assessment. The last finding showed that the knowledge of continuous assessment differs significantly among less experienced, average experienced, and highly experienced teachers. This finding contradicts that of Abubakar (2023), who discovered no significant difference among the teachers by working experience.

Conclusion and Recommendations

Based on the findings from the study, the following conclusions were drawn:

Senior Secondary School teachers in the Kiru Education Directorate had a high level of continuous assessment knowledge. Teachers' knowledge of continuous assessment varied in terms of subject area, qualification, and working experience. This implies that art teachers have more knowledge of continuous assessment than science teachers, and also that qualified teachers have higher knowledge of continuous assessment than unqualified teachers. Also, continuous assessment knowledge differs among highly experienced, experienced, and less experienced teachers. Thus, it is inferred that teachers' subject area, qualification, and working experience significantly influence teachers' knowledge of continuous assessment in Kiru Education Directorate, Kano State, Nigeria. The following recommendations were made

1. Since the majority of senior secondary school teachers were knowledgeable on the different techniques for scoring of test items, there is a need for stakeholders in Kano state to devise a means by organizing workshops, seminars, and conferences for teachers to retain their knowledge in test scoring techniques.
2. School administrations are to ensure proper implementation and the practice of continuous assessment among Senior Secondary School teachers in Government Schools through proper inspection during the assessment exercise.
3. The school management should pair less experienced teachers with highly experienced ones, as this will improve their knowledge through continuous assessment.
4. Teachers' training program should be continued with a strategy to improve teachers' knowledge, skills and attitudes to better improve the implementation of continuous assessment.

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